



August 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# SAU High School Report

Test Date: May 2009  
Code: 1210  
SAU: MSAD 16

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

Topic	Page
Summary of Scores .....	2
Summary of Student Participation .....	3
Critical Reading Results .....	4-5
Mathematics Results .....	6-7
Writing Results .....	8-9
Science Results .....	10-11

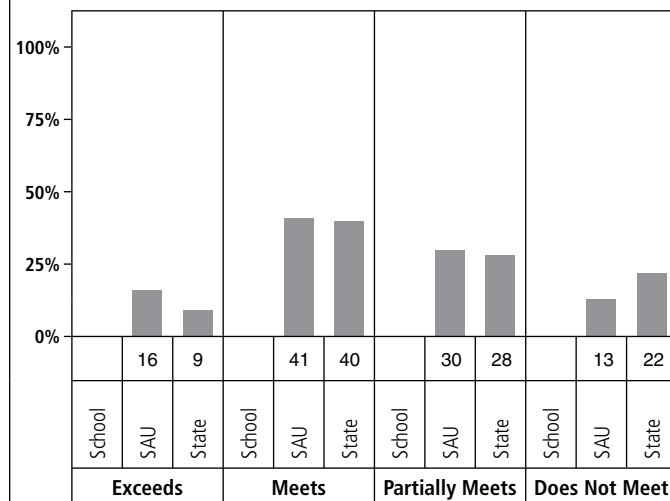
# SUMMARY OF SCORES

Test Date: May 2009  
SAU: MSAD 16

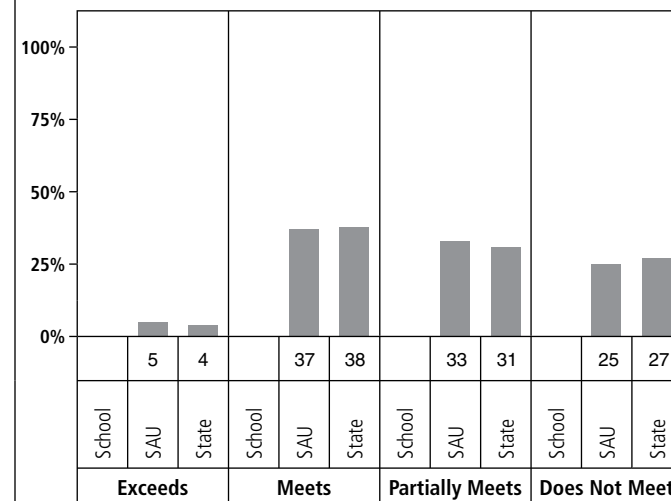
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2006–2007		1143	1141
2007–2008		1145	1141
<b>2008–2009</b>		<b>1146</b>	<b>1141</b>
Cum Average*		1145	1141
<b>Mathematics</b>			
2006–2007		1140	1140
2007–2008		1140	1141
<b>2008–2009</b>		<b>1141</b>	<b>1141</b>
Cum Average*		1140	1141
<b>Writing</b>			
2006–2007		1143	1141
2007–2008		1142	1140
<b>2008–2009</b>		<b>1144</b>	<b>1140</b>
Cum Average*		1143	1140
<b>Science</b>			
<b>2008–2009**</b>		<b>1141</b>	<b>1140</b>

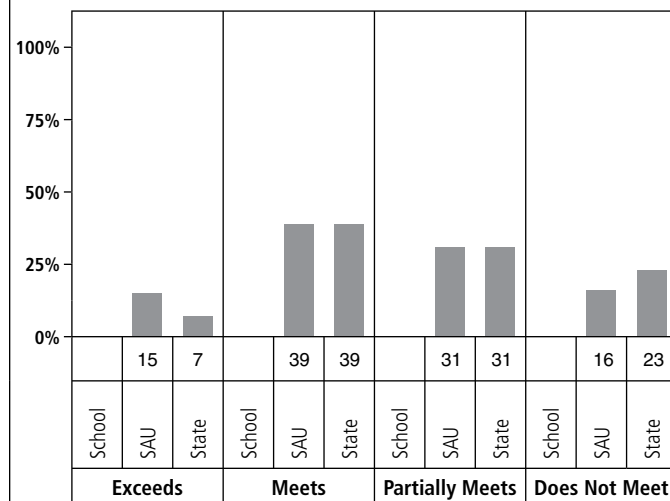
## CRITICAL READING



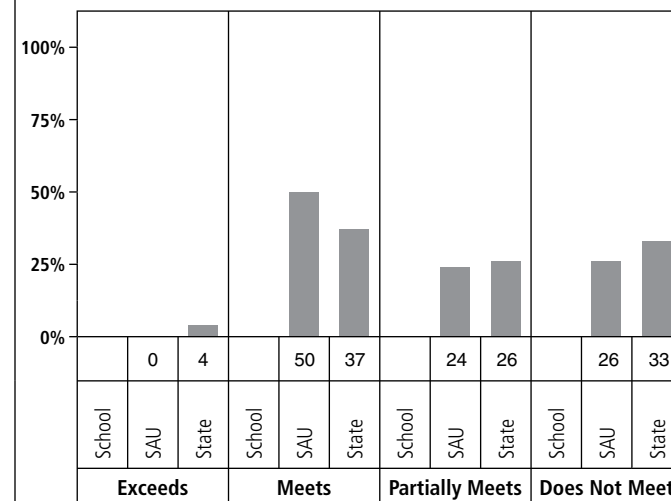
## MATHEMATICS



## WRITING



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science standards were reset in May 2009, no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009  
SAU: MSAD 16

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students			66	100	15632	100			63	95	14928	96			63	95	15274	98			62	94	14926	96			62	94	15079	97
Ethnicity	African American/Black								3	100	310	91			3	100	322	95			3	100	309	91			2	67	317	93
	American Indian or Native Alaskan								0	0	101	91			0	0	107	96			0	0	101	91			0	0	103	93
	Asian or Pacific Islander								2	67	221	92			2	67	229	95			2	67	221	92			2	67	227	94
	Hispanic								1	100	156	94			1	100	162	98			1	100	156	94			1	100	155	93
	Caucasian/White								59	89	14773	95			57	97	14140	96			56	95	14139	96			57	97	14277	97
	Not Reported								0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Identified disability			10	15	2327	15			9	90	2108	91			9	90	2200	95			8	80	2099	91			8	80	2140	92
Current LEP			2	3	262	2			2	100	232	89			2	100	246	94			2	100	231	88			2	100	240	92
Economically disadvantaged			19	29	4634	30			19	100	4263	92			19	100	4451	96			19	100	4262	92			18	95	4383	95
Migrant			0	0	5	0			0	0	4	80			0	0	5	100			0	0	4	80			0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations			55	83	13079	84			55	83	13417	86			55	83	13084	84			55	83	13288	85
Identified disability (PET/IEP)			2	4	727	6			2	4	814	6			2	4	725	6			2	4	802	6
LEP			2	4	170	1			2	4	181	1			2	4	170	1			2	4	177	1
504 plan			0	0	238	2			0	0	245	2			0	0	238	2			0	0	241	2
Participation with accommodations			8	12	1626	10			8	12	1636	10			7	11	1624	10			7	11	1579	10
Identified disability (PET/IEP)			7	88	1158	71			7	88	1165	71			6	86	1156	71			6	86	1126	71
LEP			0	0	56	3			0	0	59	4			0	0	55	3			0	0	57	4
504 plan			1	13	79	5			1	13	79	5			1	14	80	5			1	14	77	5
Other			0	0	360	22			0	0	360	22			0	0	360	22			0	0	345	22
Participation through alternate assessment (PAAP)			0	0	223	1			0	0	221	1			0	0	218	1			0	0	212	1
Identified disability (PET/IEP)			0	0	223	100			0	0	221	100			0	0	218	100			0	0	212	100
LEP			0	0	6	3			0	0	6	3			0	0	6	3			0	0	6	3
504 plan			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Approved non-participation in reading – 1st year LEP			0	0	0	0																		
Approved non-participation – special consideration			0	0	24	0			0	0	34	0			0	0	24	0			0	0	26	0
Non-participation – other			3	5	680	4			3	5	324	2			4	6	682	4			4	6	527	3

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2009  
 SAU: MSAD 16

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007			8	12	1168	8
	2007-2008			7	11	1184	8
	<b>2008-2009</b>			<b>10</b>	<b>16</b>	<b>1339</b>	<b>9</b>
	Cum. Total*			25	13	3691	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007			25	38	5714	38
	2007-2008			35	53	5885	40
	<b>2008-2009</b>			<b>26</b>	<b>41</b>	<b>5897</b>	<b>40</b>
	Cum. Total*			86	44	17496	40
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007			25	38	4728	31
	2007-2008			12	18	4093	28
	<b>2008-2009</b>			<b>19</b>	<b>30</b>	<b>4169</b>	<b>28</b>
	Cum. Total*			56	29	12990	29
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007			8	12	3444	23
	2007-2008			12	18	3417	23
	<b>2008-2009</b>			<b>8</b>	<b>13</b>	<b>3255</b>	<b>22</b>
	Cum. Total*			28	14	10116	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 16

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											63	16	41	30	13	1146	14660	9	40	28	22	1141
Ethnicity											3						303	3	23	27	47	1133
African American/Black											0						100	5	27	30	38	1135
American Indian or Native Alaskan											2						219	11	34	28	26	1141
Asian or Pacific Islander											1						151	3	34	33	30	1137
Hispanic											57	18	42	28	12	1146	13887	9	41	28	21	1141
Caucasian/White											0						0					
Not Reported																						
Identified disability											9	0	11	33	56	1129	1865	1	11	24	64	1127
Yes											54	19	46	30	6	1149	12795	10	45	29	16	1143
No																						
Current LEP											2						225	0	9	22	68	1126
Yes											61	16	43	30	11	1146	14435	9	41	29	21	1141
No																						
Economically disadvantaged											19	0	42	37	21	1137	4120	3	30	32	35	1136
Yes											44	23	41	27	9	1149	10540	11	44	27	17	1143
No																						
Migrant											0						3					
Yes											63	16	41	30	13	1146	14657	9	40	28	22	1141
No																						
Gender											34	12	44	29	15	1145	7098	10	43	29	18	1142
Female											29	21	38	31	10	1146	7562	9	37	28	26	1140
Male											0						0					
Not Reported																						
Title 1A targeted program											0						291	3	28	28	41	1135
Yes											63	16	41	30	13	1146	14369	9	40	28	22	1141
No																						
Gifted/talented program											0						520	52	45	3	1	1161
Yes											63	16	41	30	13	1146	14140	8	40	29	23	1140
No																						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2009  
SAU: MSAD 16

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007			3	5	578	4
	2007-2008			1	2	637	4
	<b>2008-2009</b>			<b>3</b>	<b>5</b>	<b>596</b>	<b>4</b>
	Cum. Total*			7	4	1811	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007			18	27	5481	36
	2007-2008			30	45	5508	37
	<b>2008-2009</b>			<b>23</b>	<b>37</b>	<b>5674</b>	<b>38</b>
	Cum. Total*			71	36	16663	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007			27	41	4754	31
	2007-2008			19	29	5065	34
	<b>2008-2009</b>			<b>21</b>	<b>33</b>	<b>4622</b>	<b>31</b>
	Cum. Total*			67	34	14441	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007			18	27	4607	30
	2007-2008			16	24	3660	25
	<b>2008-2009</b>			<b>16</b>	<b>25</b>	<b>4116</b>	<b>27</b>
	Cum. Total*			50	26	12383	27

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 16

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											63	5	37	33	25	1141	15008	4	38	31	27	1141
Ethnicity																						
African American/Black											3						315	1	15	29	56	1134
American Indian or Native Alaskan											0						106	1	20	31	48	1134
Asian or Pacific Islander											2						227	11	41	28	21	1144
Hispanic											1						157	1	27	25	46	1136
Caucasian/White											57	5	40	33	21	1142	14203	4	39	31	27	1141
Not Reported											0						0					
Identified disability																						
Yes											9	0	0	22	78	1128	1959	0	7	19	73	1130
No											54	6	43	35	17	1143	13049	5	42	33	21	1142
Current LEP																						
Yes											2						239	0	14	24	62	1132
No											61	5	38	34	23	1141	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes											19	0	21	37	42	1136	4306	1	24	33	42	1136
No											44	7	43	32	18	1143	10702	5	43	30	21	1142
Migrant																						
Yes											0						4					
No											63	5	37	33	25	1141	15004	4	38	31	27	1141
Gender																						
Female											34	3	24	41	32	1139	7248	3	38	33	27	1140
Male											29	7	52	24	17	1144	7760	5	38	29	28	1141
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						293	1	23	37	39	1137
No											63	5	37	33	25	1141	14715	4	38	31	27	1141
Gifted/talented program																						
Yes											0						521	31	63	4	2	1157
No											63	5	37	33	25	1141	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2009  
SAU: MSAD 16

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007			4	6	937	6
	2007-2008			5	8	962	7
	<b>2008-2009</b>			<b>9</b>	<b>15</b>	<b>1062</b>	<b>7</b>
	Cum. Total*			18	9	2961	7
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007			36	55	6167	41
	2007-2008			30	45	5564	38
	<b>2008-2009</b>			<b>24</b>	<b>39</b>	<b>5706</b>	<b>39</b>
	Cum. Total*			90	46	17437	39
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007			16	24	4723	31
	2007-2008			20	30	4679	32
	<b>2008-2009</b>			<b>19</b>	<b>31</b>	<b>4487</b>	<b>31</b>
	Cum. Total*			55	28	13889	31
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007			10	15	3227	21
	2007-2008			11	17	3376	23
	<b>2008-2009</b>			<b>10</b>	<b>16</b>	<b>3408</b>	<b>23</b>
	Cum. Total*			31	16	10011	23



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 16

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											62	15	39	31	16	1144	14663	7	39	31	23	1140
Ethnicity											3						302	2	22	32	44	1133
African American/Black											0						100	2	23	35	40	1134
American Indian or Native Alaskan											2						219	10	37	27	26	1141
Asian or Pacific Islander											1						151	4	29	32	35	1135
Hispanic											56	14	41	32	13	1144	13891	7	40	31	23	1140
Caucasian/White											0						0					
Not Reported																						
Identified disability																						
Yes											8	0	13	25	63	1126	1861	0	8	21	71	1125
No											54	17	43	31	9	1146	12802	8	43	32	16	1142
Current LEP																						
Yes											2						224	0	8	28	64	1127
No											60	15	40	32	13	1144	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes											19	0	26	37	37	1134	4121	2	27	33	38	1134
No											43	21	44	28	7	1148	10542	9	44	30	18	1142
Migrant																						
Yes											0						3					
No											62	15	39	31	16	1144	14660	7	39	31	23	1140
Gender																						
Female											33	15	45	27	12	1145	7103	9	43	31	17	1143
Male											29	14	31	34	21	1142	7560	6	35	30	30	1138
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						291	3	25	36	35	1135
No											62	15	39	31	16	1144	14372	7	39	30	23	1140
Gifted/talented program																						
Yes											0						520	43	52	3	1	1159
No											62	15	39	31	16	1144	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2009  
SAU: MSAD 16

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

**Exceeds the Standards** – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009\*

**Meets the Standards** – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009\*

**Partially Meets the Standards** – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009\*

**Does Not Meet the Standards** – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009\*

## STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
		0	0	602	4
		31	50	5431	37
		15	24	3876	26
		16	26	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100			24.10	43.0	22.76	40.6
D. The Physical Setting	34	61			14.31	42.1	13.63	40.1
D1/D2 Earth/Space	14	25			6.48	46.3	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36			7.83	39.2	7.58	37.9
E. The Living Environment	22	39			9.79	44.5	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

### Content Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

### Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 16

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											62	0	50	24	26	1141	14867	4	37	26	33	1140
Ethnicity																						
African American/Black											2						311	1	18	20	61	1133
American Indian or Native Alaskan											0						102	1	19	30	50	1135
Asian or Pacific Islander											2						225	5	40	20	36	1141
Hispanic											1						152	2	23	18	57	1136
Caucasian/White											57	0	53	21	26	1142	14077	4	37	26	32	1141
Not Reported											0						0					
Identified disability																						
Yes											8	0	0	38	63	1129	1928	0	9	18	72	1131
No											54	0	57	22	20	1143	12939	5	41	27	28	1142
Current LEP																						
Yes											2						234	0	10	11	79	1129
No											60	0	52	23	25	1142	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes											18	0	39	28	33	1138	4264	2	24	26	47	1136
No											44	0	55	23	23	1143	10603	5	41	26	28	1142
Migrant																						
Yes											0						4					
No											62	0	50	24	26	1141	14863	4	37	26	33	1140
Gender																						
Female											33	0	36	24	39	1137	7179	2	32	29	37	1139
Male											29	0	66	24	10	1146	7688	6	40	23	30	1142
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						287	2	23	26	49	1136
No											62	0	50	24	26	1141	14580	4	37	26	33	1140
Gifted/talented program																						
Yes											0						517	28	65	6	1	1156
No											62	0	50	24	26	1141	14350	3	35	27	35	1140

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